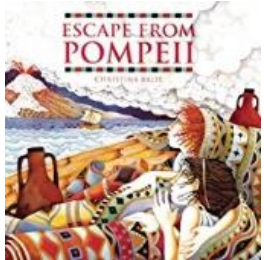
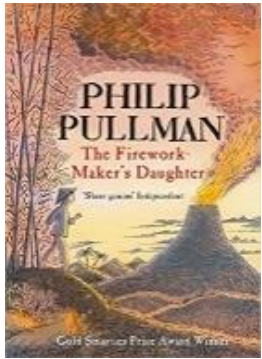


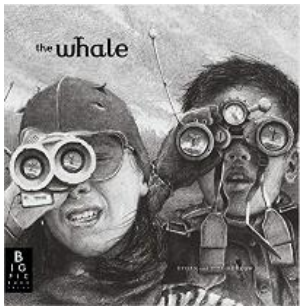
English Curriculum Long Term Plan Year 4

Year 4			
Term			
<b>Autumn 1</b>  	<b>Driver Text: Escape from Pompeii by Christina Balit</b>		
	<b>Fiction</b>	<b>Non Fiction</b>	<b>Poetry</b>
	<u><b>Writing Focus</b></u> Diary entry- describing the escape from Pompeii.  *Rising Stars Vocabulary Activity- Page 54- Can we talk about how others are feeling?*	<u><b>Writing Focus</b></u> Newspaper report- reporting the tragedy of Pompeii.  *Rising Stars Vocabulary Activity- Page 38- How can we talk about speed?*	<u><b>Writing Focus</b></u> Pompeii- Unknown  To write a three-stanza poem about the rumbling, eruption and aftermath.  *Rising Stars Vocabulary Activity- Page 48- Can we find out where words originate from?*
<u><b>Vocabulary, grammar and punctuation for Year 4</b></u>	<u><b>Word</b></u> The grammatical difference between plural and possessive 's' Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done) <u><b>Sentence</b></u> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to – the strict maths teacher with curly hair) Fronted adverbials (e.g. Later that day, I heard bad news) <u><b>Text</b></u> Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun with and across sentences to aid cohesion and avoid repetition <u><b>Punctuation</b></u> Use of inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause, end punctuation within inverted commas: The conductor shouted, 'Sit down!' Apostrophes to mark plural possession (e.g. The girl's name, the girls' name) Use of commas after fronted adverbials		

English Curriculum Long Term Plan Year 4

<p><b>Reading Comprehension Focus</b></p>	<table border="1"> <thead> <tr> <th colspan="3">Content domain reference</th> </tr> </thead> <tbody> <tr> <td><b>2a</b></td> <td>give / explain the meaning of words in context</td> <td></td> </tr> <tr> <td><b>2b</b></td> <td>retrieve and record information / identify key details from fiction and non-fiction</td> <td></td> </tr> <tr> <td><b>2c</b></td> <td>summarise main ideas from more than one paragraph</td> <td></td> </tr> <tr> <td><b>2d</b></td> <td>make inferences from the text / explain and justify inferences with evidence from the text</td> <td></td> </tr> <tr> <td><b>2e</b></td> <td>predict what might happen from details stated and implied</td> <td></td> </tr> <tr> <td><b>2f</b></td> <td>identify / explain how information / narrative content is related and contributes to meaning as a whole</td> <td></td> </tr> <tr> <td><b>2g</b></td> <td>identify / explain how meaning is enhanced through choice of words and phrases</td> <td></td> </tr> <tr> <td><b>2h</b></td> <td>make comparisons within the text</td> <td></td> </tr> </tbody> </table>			Content domain reference			<b>2a</b>	give / explain the meaning of words in context		<b>2b</b>	retrieve and record information / identify key details from fiction and non-fiction		<b>2c</b>	summarise main ideas from more than one paragraph		<b>2d</b>	make inferences from the text / explain and justify inferences with evidence from the text		<b>2e</b>	predict what might happen from details stated and implied		<b>2f</b>	identify / explain how information / narrative content is related and contributes to meaning as a whole		<b>2g</b>	identify / explain how meaning is enhanced through choice of words and phrases		<b>2h</b>	make comparisons within the text	
Content domain reference																														
<b>2a</b>	give / explain the meaning of words in context																													
<b>2b</b>	retrieve and record information / identify key details from fiction and non-fiction																													
<b>2c</b>	summarise main ideas from more than one paragraph																													
<b>2d</b>	make inferences from the text / explain and justify inferences with evidence from the text																													
<b>2e</b>	predict what might happen from details stated and implied																													
<b>2f</b>	identify / explain how information / narrative content is related and contributes to meaning as a whole																													
<b>2g</b>	identify / explain how meaning is enhanced through choice of words and phrases																													
<b>2h</b>	make comparisons within the text																													
<p><b>Autumn 2</b></p> 	<p><b>Driver Text: The Firework Maker's Daughter by Philip Pullman</b></p>																													
	<p><b>Fiction</b></p> <p><b>Writing Focus</b> Narrative- short story with a dilemma about a journey.</p> <p>*Rising Stars Vocabulary Activity- Page 40- Can we examine words and phrases in fiction?*</p>	<p><b>Non Fiction</b></p> <p><b>Writing Focus</b> Explanation – How do Things happen e.g. How do earthquakes happen? How is igneous rock formed?</p> <p>*Rising Stars Vocabulary Activity- Page 42- Can we use prefixes to change meaning- 'il, 'im, and 'in'?*</p>	<p><b>Poetry</b></p> <p><b>Writing Focus</b> On Bonfire Night- Holly James</p> <p>To use onomatopoeic words within a repetitive poem.</p> <p>*Rising Stars Vocabulary Activity- Page 44- Can we analyse how the poet uses vocabulary?*</p>																											
<p><b>Vocabulary, grammar and punctuation for Year 4</b></p>	<p><b>Word</b> The grammatical difference between plural and possessive 's' Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)</p> <p><b>Sentence</b> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to – the strict maths teacher with curly hair) Fronted adverbials (e.g. Later that day, I heard bad news)</p>																													

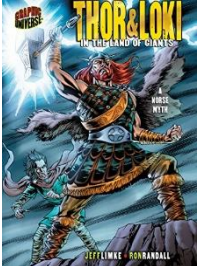
English Curriculum Long Term Plan Year 4

	<p><b>Text</b> Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun with and across sentences to aid cohesion and avoid repetition</p> <p><b>Punctuation</b> Use of inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause, end punctuation within inverted commas: The conductor shouted, ‘Sit down!’ Apostrophes to mark plural possession (e.g. The girl’s name, the girls’ name) Use of commas after fronted adverbials</p>																				
<p><b>Reading Comprehension Focus</b></p>	<table border="1" data-bbox="517 464 1655 922"> <thead> <tr> <th colspan="2">Content domain reference</th> </tr> </thead> <tbody> <tr> <td>2a</td> <td>give / explain the meaning of words in context</td> </tr> <tr> <td>2b</td> <td>retrieve and record information / identify key details from fiction and non-fiction</td> </tr> <tr> <td>2c</td> <td>summarise main ideas from more than one paragraph</td> </tr> <tr> <td>2d</td> <td>make inferences from the text / explain and justify inferences with evidence from the text</td> </tr> <tr> <td>2e</td> <td>predict what might happen from details stated and implied</td> </tr> <tr> <td>2f</td> <td>identify / explain how information / narrative content is related and contributes to meaning as a whole</td> </tr> <tr> <td>2g</td> <td>identify / explain how meaning is enhanced through choice of words and phrases</td> </tr> <tr> <td>2h</td> <td>make comparisons within the text</td> </tr> </tbody> </table>			Content domain reference		2a	give / explain the meaning of words in context	2b	retrieve and record information / identify key details from fiction and non-fiction	2c	summarise main ideas from more than one paragraph	2d	make inferences from the text / explain and justify inferences with evidence from the text	2e	predict what might happen from details stated and implied	2f	identify / explain how information / narrative content is related and contributes to meaning as a whole	2g	identify / explain how meaning is enhanced through choice of words and phrases	2h	make comparisons within the text
Content domain reference																					
2a	give / explain the meaning of words in context																				
2b	retrieve and record information / identify key details from fiction and non-fiction																				
2c	summarise main ideas from more than one paragraph																				
2d	make inferences from the text / explain and justify inferences with evidence from the text																				
2e	predict what might happen from details stated and implied																				
2f	identify / explain how information / narrative content is related and contributes to meaning as a whole																				
2g	identify / explain how meaning is enhanced through choice of words and phrases																				
2h	make comparisons within the text																				
<p><b>Spring 1</b></p> 	<p><b>Driver Text: The Whale by Vita Murrow</b></p> <table border="1" data-bbox="472 1007 2074 1394"> <thead> <tr> <th data-bbox="472 1007 1039 1054"><b>Fiction</b></th> <th data-bbox="1039 1007 1585 1054"><b>Non-Fiction</b></th> <th data-bbox="1585 1007 2074 1054"><b>Poetry</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="472 1054 1039 1394"> <p><b>Writing Focus</b> Narrative- creating a setting using descriptive language and imagery. Children to tell the story by using rich language to describe settings and events within the images.</p> <p>*Rising Stars Vocabulary Activity- Page 56- Can we describe an intelligent predator?*</p> </td> <td data-bbox="1039 1054 1585 1394"> <p><b>Writing Focus</b> Information text- Whales, conservation and hunting</p> </td> <td data-bbox="1585 1054 2074 1394"> <p><b>Writing Focus</b> Haiku poetry The Last Whale- Ron Wilson</p> <p>*Rising Stars Vocabulary Activity- Page 52- Can we make words and idioms?*</p> </td> </tr> </tbody> </table>			<b>Fiction</b>	<b>Non-Fiction</b>	<b>Poetry</b>	<p><b>Writing Focus</b> Narrative- creating a setting using descriptive language and imagery. Children to tell the story by using rich language to describe settings and events within the images.</p> <p>*Rising Stars Vocabulary Activity- Page 56- Can we describe an intelligent predator?*</p>	<p><b>Writing Focus</b> Information text- Whales, conservation and hunting</p>	<p><b>Writing Focus</b> Haiku poetry The Last Whale- Ron Wilson</p> <p>*Rising Stars Vocabulary Activity- Page 52- Can we make words and idioms?*</p>												
<b>Fiction</b>	<b>Non-Fiction</b>	<b>Poetry</b>																			
<p><b>Writing Focus</b> Narrative- creating a setting using descriptive language and imagery. Children to tell the story by using rich language to describe settings and events within the images.</p> <p>*Rising Stars Vocabulary Activity- Page 56- Can we describe an intelligent predator?*</p>	<p><b>Writing Focus</b> Information text- Whales, conservation and hunting</p>	<p><b>Writing Focus</b> Haiku poetry The Last Whale- Ron Wilson</p> <p>*Rising Stars Vocabulary Activity- Page 52- Can we make words and idioms?*</p>																			


# English Curriculum Long Term Plan Year 4

<p><b><u>Vocabulary, grammar and punctuation for Year 4</u></b></p>	<p><b><u>Word</u></b> The grammatical difference between plural and possessive 's' Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)</p> <p><b><u>Sentence</u></b> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to – the strict maths teacher with curly hair) Fronted adverbials (e.g. Later that day, I heard bad news)</p> <p><b><u>Text</u></b> Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun with and across sentences to aid cohesion and avoid repetition</p> <p><b><u>Punctuation</u></b> Use of inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause, end punctuation within inverted commas: The conductor shouted, 'Sit down!' Apostrophes to mark plural possession (e.g. The girl's name, the girls' name) Use of commas after fronted adverbials</p>																				
<p><b><u>Reading Comprehension Focus</u></b></p>	<table border="1" data-bbox="517 724 1655 1182"> <thead> <tr> <th colspan="2" data-bbox="517 724 1655 767">Content domain reference</th> </tr> </thead> <tbody> <tr> <td data-bbox="517 767 607 815">2a</td> <td data-bbox="607 767 1655 815">give / explain the meaning of words in context</td> </tr> <tr> <td data-bbox="517 815 607 863">2b</td> <td data-bbox="607 815 1655 863">retrieve and record information / identify key details from fiction and non-fiction</td> </tr> <tr> <td data-bbox="517 863 607 911">2c</td> <td data-bbox="607 863 1655 911">summarise main ideas from more than one paragraph</td> </tr> <tr> <td data-bbox="517 911 607 959">2d</td> <td data-bbox="607 911 1655 959">make inferences from the text / explain and justify inferences with evidence from the text</td> </tr> <tr> <td data-bbox="517 959 607 1007">2e</td> <td data-bbox="607 959 1655 1007">predict what might happen from details stated and implied</td> </tr> <tr> <td data-bbox="517 1007 607 1086">2f</td> <td data-bbox="607 1007 1655 1086">identify / explain how information / narrative content is related and contributes to meaning as a whole</td> </tr> <tr> <td data-bbox="517 1086 607 1134">2g</td> <td data-bbox="607 1086 1655 1134">identify / explain how meaning is enhanced through choice of words and phrases</td> </tr> <tr> <td data-bbox="517 1134 607 1182">2h</td> <td data-bbox="607 1134 1655 1182">make comparisons within the text</td> </tr> </tbody> </table>			Content domain reference		2a	give / explain the meaning of words in context	2b	retrieve and record information / identify key details from fiction and non-fiction	2c	summarise main ideas from more than one paragraph	2d	make inferences from the text / explain and justify inferences with evidence from the text	2e	predict what might happen from details stated and implied	2f	identify / explain how information / narrative content is related and contributes to meaning as a whole	2g	identify / explain how meaning is enhanced through choice of words and phrases	2h	make comparisons within the text
Content domain reference																					
2a	give / explain the meaning of words in context																				
2b	retrieve and record information / identify key details from fiction and non-fiction																				
2c	summarise main ideas from more than one paragraph																				
2d	make inferences from the text / explain and justify inferences with evidence from the text																				
2e	predict what might happen from details stated and implied																				
2f	identify / explain how information / narrative content is related and contributes to meaning as a whole																				
2g	identify / explain how meaning is enhanced through choice of words and phrases																				
2h	make comparisons within the text																				
	<p><b>Driver Text: Thor and Loki in the Land of the Giants: A Norse Myth</b></p> <table border="1" data-bbox="472 1270 2074 1315"> <tr> <td data-bbox="472 1270 1039 1315">Fiction</td> <td data-bbox="1039 1270 1588 1315">Non-Fiction</td> <td data-bbox="1588 1270 2074 1315">Poetry</td> </tr> </table>			Fiction	Non-Fiction	Poetry															
Fiction	Non-Fiction	Poetry																			

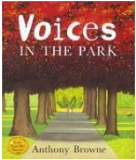
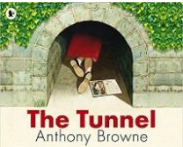
English Curriculum Long Term Plan Year 4

<p><b>Spring 2</b></p> 	<p><b>Writing Focus</b> Create a story in the style of a myth using the creatures from Norse myths and legends.</p>	<p><b>Writing Focus</b> Instructions- How to look after a mythical creature e.g. a troll, a dragon</p> <p>*Rising Stars Vocabulary Activity- Page 60- Can we explore the origin of words?*</p>	<p><b>Writing Focus</b> The Godless- Unknown</p> <p>Children to tell the tale of Thor and Loki in the style of a free verse poem.</p>
<p><b><u>Vocabulary, grammar and punctuation for Year 4</u></b></p>	<p><b><u>Word</u></b> The grammatical difference between plural and possessive 's' Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)</p> <p><b><u>Sentence</u></b> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to – the strict maths teacher with curly hair) Fronted adverbials (e.g. Later that day, I heard bad news)</p> <p><b><u>Text</u></b> Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun with and across sentences to aid cohesion and avoid repetition</p> <p><b><u>Punctuation</u></b> Use of inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause, end punctuation within inverted commas: The conductor shouted, 'Sit down!' Apostrophes to mark plural possession (e.g. The girl's name, the girls' name) Use of commas after fronted adverbials</p>		

English Curriculum Long Term Plan Year 4

<p><b>Reading Comprehension Focus</b></p>	<table border="1"> <thead> <tr> <th colspan="3">Content domain reference</th> </tr> </thead> <tbody> <tr> <td>2a</td> <td colspan="2">give / explain the meaning of words in context</td> </tr> <tr> <td>2b</td> <td colspan="2">retrieve and record information / identify key details from fiction and non-fiction</td> </tr> <tr> <td>2c</td> <td colspan="2">summarise main ideas from more than one paragraph</td> </tr> <tr> <td>2d</td> <td colspan="2">make inferences from the text / explain and justify inferences with evidence from the text</td> </tr> <tr> <td>2e</td> <td colspan="2">predict what might happen from details stated and implied</td> </tr> <tr> <td>2f</td> <td colspan="2">identify / explain how information / narrative content is related and contributes to meaning as a whole</td> </tr> <tr> <td>2g</td> <td colspan="2">identify / explain how meaning is enhanced through choice of words and phrases</td> </tr> <tr> <td>2h</td> <td colspan="2">make comparisons within the text</td> </tr> </tbody> </table>			Content domain reference			2a	give / explain the meaning of words in context		2b	retrieve and record information / identify key details from fiction and non-fiction		2c	summarise main ideas from more than one paragraph		2d	make inferences from the text / explain and justify inferences with evidence from the text		2e	predict what might happen from details stated and implied		2f	identify / explain how information / narrative content is related and contributes to meaning as a whole		2g	identify / explain how meaning is enhanced through choice of words and phrases		2h	make comparisons within the text	
Content domain reference																														
2a	give / explain the meaning of words in context																													
2b	retrieve and record information / identify key details from fiction and non-fiction																													
2c	summarise main ideas from more than one paragraph																													
2d	make inferences from the text / explain and justify inferences with evidence from the text																													
2e	predict what might happen from details stated and implied																													
2f	identify / explain how information / narrative content is related and contributes to meaning as a whole																													
2g	identify / explain how meaning is enhanced through choice of words and phrases																													
2h	make comparisons within the text																													
<p><b>Summer 1</b></p> 	<p><b>Driver Text: The Journey – Francesca Sanna</b></p> <table border="1"> <thead> <tr> <th>Fiction</th> <th>Non- Fiction</th> <th>Poetry</th> </tr> </thead> <tbody> <tr> <td data-bbox="472 807 1039 1082"> <p><b>Writing Focus</b> To write a narrative about a refugee</p> </td> <td data-bbox="1039 807 1588 1082"> <p><b>Writing Focus</b> Letter writing- writing formal letters of complaint</p> </td> <td data-bbox="1588 807 2074 1082"> <p><b>Writing Focus</b> Veruca Salt Poem</p> <p>To form a poem about the descent of Veruca Salt going down the shoot.</p> <p>*Rising Stars Vocabulary Activity- Page 66- Can we explore synonyms poetry?*</p> </td> </tr> </tbody> </table>			Fiction	Non- Fiction	Poetry	<p><b>Writing Focus</b> To write a narrative about a refugee</p>	<p><b>Writing Focus</b> Letter writing- writing formal letters of complaint</p>	<p><b>Writing Focus</b> Veruca Salt Poem</p> <p>To form a poem about the descent of Veruca Salt going down the shoot.</p> <p>*Rising Stars Vocabulary Activity- Page 66- Can we explore synonyms poetry?*</p>																					
Fiction	Non- Fiction	Poetry																												
<p><b>Writing Focus</b> To write a narrative about a refugee</p>	<p><b>Writing Focus</b> Letter writing- writing formal letters of complaint</p>	<p><b>Writing Focus</b> Veruca Salt Poem</p> <p>To form a poem about the descent of Veruca Salt going down the shoot.</p> <p>*Rising Stars Vocabulary Activity- Page 66- Can we explore synonyms poetry?*</p>																												
<p><b>Vocabulary, grammar and punctuation for Year 4</b></p>	<p><b>Word</b> The grammatical difference between plural and possessive 's' Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)</p> <p><b>Sentence</b> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to – the strict maths teacher with curly hair) Fronted adverbials (e.g. Later that day, I heard bad news)</p> <p><b>Text</b> Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun with and across sentences to aid cohesion and avoid repetition</p>																													

English Curriculum Long Term Plan Year 4

	<p><b>Punctuation</b>                  Use of inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause, end punctuation within inverted commas: The conductor shouted, ‘Sit down!’                  Apostrophes to mark plural possession (e.g. The girl’s name, the girls’ name)                  Use of commas after fronted adverbials</p>																				
<p><b>Reading Comprehension Focus</b></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center;">Content domain reference</th> </tr> </thead> <tbody> <tr> <td style="width: 10%; text-align: center;"><b>2a</b></td> <td>give / explain the meaning of words in context</td> </tr> <tr> <td style="text-align: center;"><b>2b</b></td> <td>retrieve and record information / identify key details from fiction and non-fiction</td> </tr> <tr> <td style="text-align: center;"><b>2c</b></td> <td>summarise main ideas from more than one paragraph</td> </tr> <tr> <td style="text-align: center;"><b>2d</b></td> <td>make inferences from the text / explain and justify inferences with evidence from the text</td> </tr> <tr> <td style="text-align: center;"><b>2e</b></td> <td>predict what might happen from details stated and implied</td> </tr> <tr> <td style="text-align: center;"><b>2f</b></td> <td>identify / explain how information / narrative content is related and contributes to meaning as a whole</td> </tr> <tr> <td style="text-align: center;"><b>2g</b></td> <td>identify / explain how meaning is enhanced through choice of words and phrases</td> </tr> <tr> <td style="text-align: center;"><b>2h</b></td> <td>make comparisons within the text</td> </tr> </tbody> </table>			Content domain reference		<b>2a</b>	give / explain the meaning of words in context	<b>2b</b>	retrieve and record information / identify key details from fiction and non-fiction	<b>2c</b>	summarise main ideas from more than one paragraph	<b>2d</b>	make inferences from the text / explain and justify inferences with evidence from the text	<b>2e</b>	predict what might happen from details stated and implied	<b>2f</b>	identify / explain how information / narrative content is related and contributes to meaning as a whole	<b>2g</b>	identify / explain how meaning is enhanced through choice of words and phrases	<b>2h</b>	make comparisons within the text
Content domain reference																					
<b>2a</b>	give / explain the meaning of words in context																				
<b>2b</b>	retrieve and record information / identify key details from fiction and non-fiction																				
<b>2c</b>	summarise main ideas from more than one paragraph																				
<b>2d</b>	make inferences from the text / explain and justify inferences with evidence from the text																				
<b>2e</b>	predict what might happen from details stated and implied																				
<b>2f</b>	identify / explain how information / narrative content is related and contributes to meaning as a whole																				
<b>2g</b>	identify / explain how meaning is enhanced through choice of words and phrases																				
<b>2h</b>	make comparisons within the text																				
<p><b>Summer 2</b></p> <div style="display: flex; flex-direction: column; align-items: center;">   </div>	<p><b>Driver Text: Voices I the Park by Anthony Browne, The Tunnel by Anthony Browne</b></p>																				
<p><b>Fiction</b></p> <p><b>Writing Focus</b>                  Share the story without the words. Discuss what the chn think is happening and make predictions.                  Compare texts linking common themes.                  Character Study looking at the different characters in each story.                  Describe one in detail.</p> <p>*Rising Stars Vocabulary Activity- Page 50- Can we describe a forest?*</p>	<p><b>Non-Fiction</b></p> <p><b>Writing Focus</b>                  Persuasive writing- creating a leaflet to advertise a local event.</p> <p>*Rising Stars Vocabulary Activity- Page 46- Can we learn new words from non-fiction writing?*</p>	<p><b>Poetry</b></p> <p><b>Writing Focus</b>                  Nightmare- Michael Rosen</p> <p>Children to write a short poem, similar to ‘Nightmare’ about something they are afraid of- using repeated phrases.                  Eg. I’m.....I’m....I’m.....                  There’s.....There’s.....There’s....</p> <p>*Rising Stars Vocabulary Activity- Page 68- Can we create words and phrases using silence?*</p>																			

## English Curriculum Long Term Plan Year 4

<p><b><u>Vocabulary, grammar and punctuation for Year 4</u></b></p>	<p><b><u>Word</u></b> The grammatical difference between plural and possessive 's' Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)</p> <p><b><u>Sentence</u></b> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to – the strict maths teacher with curly hair) Fronted adverbials (e.g. Later that day, I heard bad news)</p> <p><b><u>Text</u></b> Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun with and across sentences to aid cohesion and avoid repetition</p> <p><b><u>Punctuation</u></b> Use of inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause, end punctuation within inverted commas: The conductor shouted, 'Sit down!' Apostrophes to mark plural possession (e.g. The girl's name, the girls' name) Use of commas after fronted adverbials</p>																		
<p><b><u>Reading Comprehension Focus</u></b></p>	<table border="1" data-bbox="517 679 1655 1134"> <thead> <tr> <th colspan="2" data-bbox="517 679 1655 724"><b>Content domain reference</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="517 724 607 769"><b>2a</b></td> <td data-bbox="607 724 1655 769">give / explain the meaning of words in context</td> </tr> <tr> <td data-bbox="517 769 607 813"><b>2b</b></td> <td data-bbox="607 769 1655 813">retrieve and record information / identify key details from fiction and non-fiction</td> </tr> <tr> <td data-bbox="517 813 607 858"><b>2c</b></td> <td data-bbox="607 813 1655 858">summarise main ideas from more than one paragraph</td> </tr> <tr> <td data-bbox="517 858 607 903"><b>2d</b></td> <td data-bbox="607 858 1655 903">make inferences from the text / explain and justify inferences with evidence from the text</td> </tr> <tr> <td data-bbox="517 903 607 948"><b>2e</b></td> <td data-bbox="607 903 1655 948">predict what might happen from details stated and implied</td> </tr> <tr> <td data-bbox="517 948 607 1038"><b>2f</b></td> <td data-bbox="607 948 1655 1038">identify / explain how information / narrative content is related and contributes to meaning as a whole</td> </tr> <tr> <td data-bbox="517 1038 607 1083"><b>2g</b></td> <td data-bbox="607 1038 1655 1083">identify / explain how meaning is enhanced through choice of words and phrases</td> </tr> <tr> <td data-bbox="517 1083 607 1134"><b>2h</b></td> <td data-bbox="607 1083 1655 1134">make comparisons within the text</td> </tr> </tbody> </table>	<b>Content domain reference</b>		<b>2a</b>	give / explain the meaning of words in context	<b>2b</b>	retrieve and record information / identify key details from fiction and non-fiction	<b>2c</b>	summarise main ideas from more than one paragraph	<b>2d</b>	make inferences from the text / explain and justify inferences with evidence from the text	<b>2e</b>	predict what might happen from details stated and implied	<b>2f</b>	identify / explain how information / narrative content is related and contributes to meaning as a whole	<b>2g</b>	identify / explain how meaning is enhanced through choice of words and phrases	<b>2h</b>	make comparisons within the text
<b>Content domain reference</b>																			
<b>2a</b>	give / explain the meaning of words in context																		
<b>2b</b>	retrieve and record information / identify key details from fiction and non-fiction																		
<b>2c</b>	summarise main ideas from more than one paragraph																		
<b>2d</b>	make inferences from the text / explain and justify inferences with evidence from the text																		
<b>2e</b>	predict what might happen from details stated and implied																		
<b>2f</b>	identify / explain how information / narrative content is related and contributes to meaning as a whole																		
<b>2g</b>	identify / explain how meaning is enhanced through choice of words and phrases																		
<b>2h</b>	make comparisons within the text																		
<p><b>Terminology</b></p>	<p>Determiner Pronoun, possessive pronoun adverbial</p>																		